

WEEKLY LOG OF EXPERIENCES/REACTIONS

NAME: _____ WEEK ENDING: _____

CLASSROOM MENTOR: _____ ROOM NUMBER: _____

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

COMMENTS:

OUTLINE OF MINI-LESSON

UNIT

COURSE

DATE

Lesson Topic:

Objective:

Describe precisely what is to be learned in the lesson.

Materials:

Audiovisual, photocopies, etc.

Introductions:

Motivational activities to get the lesson started, developmental activities to keep the lesson going, and culminating, clinching activities to bring the lesson to a conclusion. (Estimate how much time the class will spend on each activity.)

Content:

The subject content of the lesson.

Methods/Key Questions:

Give step by step procedure; list the activities by which you hope to attain your objectives. List key questions, exercises, and other learning activities in the order you plan to use them. It is not enough to state that there will be a discussion on the civil rights law; plan the direction the discussion will take. (Estimate how much time the class will spend on each activity.)

Evaluation/Closure:

A summary, a review or drill, a short quiz, or a students' summation of a question asked by the teacher.

Next Assignment:

Set forth the assignment, in sufficient detail, so that you can present it clearly.

Lesson Plan

Name:

Date:

Grade:

Unit:

Topic:

Essential Elements:

Curriculum Guide:

Materials Needed:

Anticipatory Set:

Lesson Objective:

Input:

Modeling and Guided Practice:

Independent Practice:

Closure:

Evaluation:

TALBERT'S SOCIAL STUDIES METHODS

LESSON PLAN DESIGN & CATEGORIES

There are many ways a lesson plan may be developed and constructed. Some offer extensive narrative while others provide specific content outline points. However, all lesson plans have two things in common:

1. They contain common elements of design that ensure effective instruction and developmentally appropriate methodology application.
2. Content and methodology specific information and directions are developed and articulated through the lesson plan

The following information should be used in developing your lesson plans in order to ensure effective planning and implementation of instruction.

PLANNING PHASE

- Step 1. TOPIC:**
Content specific information and/or thematic scope and sequence.
- Step 2. OBJECTIVES:**
Statements of purpose and measurable outcomes. Use of Bloom verbs will assist you in formulating a developmentally appropriate sequence of instructional activities.
- Step 3. MATERIALS:**
All tangible and intangible resources needed to design and implement this lesson plan.

ENGAGING PHASE

- Step 4. ANTICIPATORY SET:**
Focus and interest building activity that engages the learner and directs his/her attention to the topic /theme at hand. Establishment of objective behaviors occurs at this early point. This action should draw heavily from prior knowledge to link to new concepts.

CONTENT FOCUS PHASE

- Step 5. MODELING:**
Tangible evidence of outcomes and/or products that you want the learner to achieve. This piece begins to offer a bridge from prior knowledge/comprehension to application.
- Step 6. INSTRUCTIONAL INPUT:**
Specific content instruction delivered in a manner that ensures all learners have the basic knowledge and comprehension information to extend onto application.
- Step 7. CHECKING FOR UNDERSTANDING:**

LESSON PLAN

Name _____ Grade Level _____ Date _____

Unit _____

Concept _____

OBJECTIVES:

Specific –

PROCEDURES:

Introduction –

Content –

Methods –

Summary –

Assignment –

Pivotal Questions –

EVALUATION:

GUIDED DISCOVERY LESSON PLAN

Objective:	This is a statement of what the student will be able to do after the lesson.
Materials:	This is a list of materials needed by the teacher and students for the lesson.
Anticipatory Set:	This is an introductory activity to create interest or focus attention at the beginning of the lesson. In a guided discovery lesson, this is often in the form of a lesson.
Collecting and Organizing Data:	Data collection simply means gathering information about a situation. The data usually involves making and recording observations or other information. Organizing the data means putting the data in some organized form such as charts, tables, or graphs.
Analyzing Data and Drawing Conclusions:	Analyzing data and drawing conclusions involves looking for patterns and relations in the data in order to arrive at inferences, conjectures, and generalizations that can be investigated with examples and verified through reasoning.
Closure:	It is always important to bring the lesson to an end. Sometimes it will be appropriate to ask students to summarize their conclusions. Other times, it may be more appropriate to leave the ideas open for the students to reflect on after the lesson. In that case, you may choose to close the lesson with a question.
Assessment:	Describe the assessment procedures you will employ for assessing the objectives of the lesson. Note that, while assessment should be ongoing, it is not necessary to formally evaluate the results of each lesson.

SUGGESTED FORMAT FOR THE DAILY LESSON PLAN

Specific Objective: (Preferably one or a few concepts, symbols, skills, feeling, or habits from the unit plan that can be taught in one lesson.)

What To Teach	How To Teach	What Is Needed	Time
Write the few basic concepts to be taught and the related sub-concepts and/or the specific skills to be practiced and/or the symbols to be learned and/or the feelings to be developed and/or the habits to be fostered. (These should be related to the objective in the unit plan.)	Use procedures, methods, experiences, and questions designed to get the students to perceive the subject as clearly as possible and to organize, and interpret the students' perception of the objects and events involved.	Locate instructional resources to portray the subject to students. This portrayal may include use of maps, books, papers, teaching and laboratory equipment, and so forth.	Estimate the time involved for each phase of the lesson.

Assignment: (The assignment should be clear, definite, and stimulating. It should be within the pupils' ability to perform and varied to challenge all ability levels in the class.)

Evaluation: (What is your reaction to the lesson after it has been taught? Are there points to be remembered that will help to avoid making the same errors when the lesson is taught again? What parts are good enough to repeat?)

DIRECT INSTRUCTION LESSON PLAN

- Objective:** This is a statement of what the student will be able to do after the lesson
- Materials:** This is a list of materials needed by the teacher and students for the lesson.
- Anticipatory Set:** This is an introductory activity to create interest or focus at the beginning of the lesson.
- Presentation:** This is what the teacher does to give information on how to meet the objectives. This is usually accomplished by showing, telling, or both.
- Guided Practice:** This is what the teacher does to provide closely supervised practice on the lesson objectives with immediate feedback on correctness. Guided practice is usually done one student at a time, with others observing both the practice and the teacher feedback.
- Independent Practice:** This is what the teacher does to provide independent practice for all the students at once. Teacher supervision is individualized.
- Closure:** This is what the teacher does to close the lesson. For closure, a teacher may decide to review, summarize, relate to previous lessons, or otherwise pull the lesson together.
- Assessment:** This is what the teacher does to evaluate whether the lesson was a success. It is a description of the assessment procedures to determine if the objectives have been met.

LESSON PLAN
Evaluation

Name _____ Section _____ Score _____

I. Objectives

OBJECTIVE IS CLEARLY STATED AND IN AN OBSERVABLE FORM

- 0 No objective stated
- 1 Objective stated but not in a clear and observable form
- 2 Objective stated in a clear but unobservable form
- 3 Objective stated in a clear and observable form

Comments:

II. Materials

MATERIALS LISTED AND CLEARLY DEFINED

- 0 No materials listed
- 1 Some materials listed and defined
- 2 All materials listed but not clearly defined
- 3 All materials listed and clearly defined

Comments:

III. Activities

ACTIVITIES PROVIDE INSTRUCTION RELATED TO OBJECTIVES

- 0 No relationship is evident between the activities and the objectives
- 1 The activities relate to the objective but not in a significant way
- 2 The activities relate to the objective but need improvement
- 3 The activities clearly relate to the objectives

Comments:

ACTIVITIES RELATE TO EACH OTHER IN A LOGICAL WAY

-
- 0 The activities do not relate to each other
 - 1 The activities are somewhat related to each other but are not arranged in a logical manner
 - 2 The activities are related to each other but are not arranged in a manner which will enhance learning
 - 3 The activities are clearly related to each other and are arranged in a manner which will enhance learning

Comments:

ACTIVITIES ARE MATHEMATICALLY ACCURATE AND APPROPRIATE

-
- 0 Activities are mathematically inaccurate and inappropriate
 - 1 Activities are mathematically accurate but inappropriate
 - 2 Activities are mathematically accurate and somewhat appropriate
 - 3 Activities are mathematically accurate and appropriate

Comments:

IV. Assessment Procedures

ASSESSMENT PROCEDURES RELATE TO THE OBJECTIVE HAS BEEN MET

-
- 0 The assessment procedure does not relate to the objective
 - 1 The assessment procedure is somewhat related to the objective but not observable
 - 2 The assessment procedure is related to the objective but not clearly observable
 - 3 The assessment procedure is clearly related to the objective and observable

Comments:

ASSESSMENT PROCEDURES ARE RELIABLE AND VALID

-
- 0 There is no record-keeping system indicated for recording the observation
 - 1 The assessment procedure is documented but inappropriate
 - 2 The assessment procedure is documented and accurately measures the objective

Comments:

Name _____

LESSON PLAN

Topic: _____

From _____

Materials List:

<u><i>What the Students Will Learn</i></u>	<u><i>How I Will Know They Learned It</i></u>

1) Attention Getter

2) Bridge to Prior Knowledge

T:

S:

3) State What Lesson will be“Today, we’re going to learn about _____ (OR...more about)

T:

4) TEACH

A) TEACH!---you must have ENTHUSIAM, visuals, draw your explanation, create in front of them.

(PLAN with Box 1 above!-This is what you chose for them to know-NEW information about....Now TEACH it!)

B) STUDENTS INVOLVED!--- They DO something within 10-15 minutes
(Here’s where Box 2 guides you...!)

5) INTERACTION WITH PRINT

6) CLOSURE

)
T: (Put down what you will say... and do...)

CREATING A LESSON PLAN

FIRST: DRAFT this plan

***USING THE OUTLINE THAT FOLLOWS... AND...

***using all you have learned about the way learning works,

***the way language works,

***the strategies (Best Practices) from the theory base of our

course the promote these

(You will have to make professional decisions/choices.)

THEN:

1) LIST what you would need to teach this lesson. (This becomes the Materials List.)

2) THINK THROUGH/IMAGE how you would do EACH part with the students.

3) CHANGE any parts—IT’S A DRAFT... Planning means thinking through and changing—evolving the final Lesson Plan

FINALLY:

Type up a final copy. (single space) Double space between sections. No lengthy paragraphs- a LP is something to USE, FOLLOW. Write in short Format.

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A LESSON PLAN FORMAT (There are many formats.)

I. DECIDE:

WHAT THE STUDENTS WILL LEARN and HOW WILL YOU KNOW THEY LEARNED IT.

Put this SPECIFIC information into TWO BOXES at top of your LP.

II. ATTENTION GETTER: What will you have to get the students’ attention onto your topic? (Can be an actual artifact to look at, a picture to examine (must be large.))

III. BRIDGE TO PRIOR KNOWLEDGE: (Do it this way.)

\*T. SAYS: “Tell me what you know about this!” (with enthusiasm!)

\*Ss. TALK!

IV. TEACH!!!: Explain, show, teach what you want them to know! You can’t JUST talk, of course.

AND... you can’t just set them to an activity as if all the learning were to happen there. YOU MUST TEACH what is in the first BOX... What the students will learn that is NEW when the lesson is over. List steps/sequences of how and what you will do to teach the NEW information you want them to know.

Describe any further experiences/activities student would do.

V. INTERACTION WITH PRINT: (Get this in combination with the Closure.)

VI. CLOSURE: The best close is when the STUDENTS tell what they learned.

ONE GREAT WAY...you already know how to do...

T. SAYS: “You’ve learned so much! Tell me all you know about....

And I’ll be your secretary! STUDENTS READ THE LEA!

~~~~~  
****Write out the appropriate TEKS (Texas Essential Knowledge and Skills)**

Put these in small print under the Boxes.)